



Equity for All 2025 Dashboard & Mid- Year Update

School Board Meeting
March 10, 2022





Essential Questions

1. What do formative KPIs suggest about the **trajectory of student outcomes** toward the end of the school year?
2. In what areas is ACPS continuing to see **the largest disproportionalities** on formative Key Performance Indicators (KPIs)?
3. How are **essential actions** within School Improvement Plans' Areas of Focus aligned to impact historic and systemic disproportionalities?

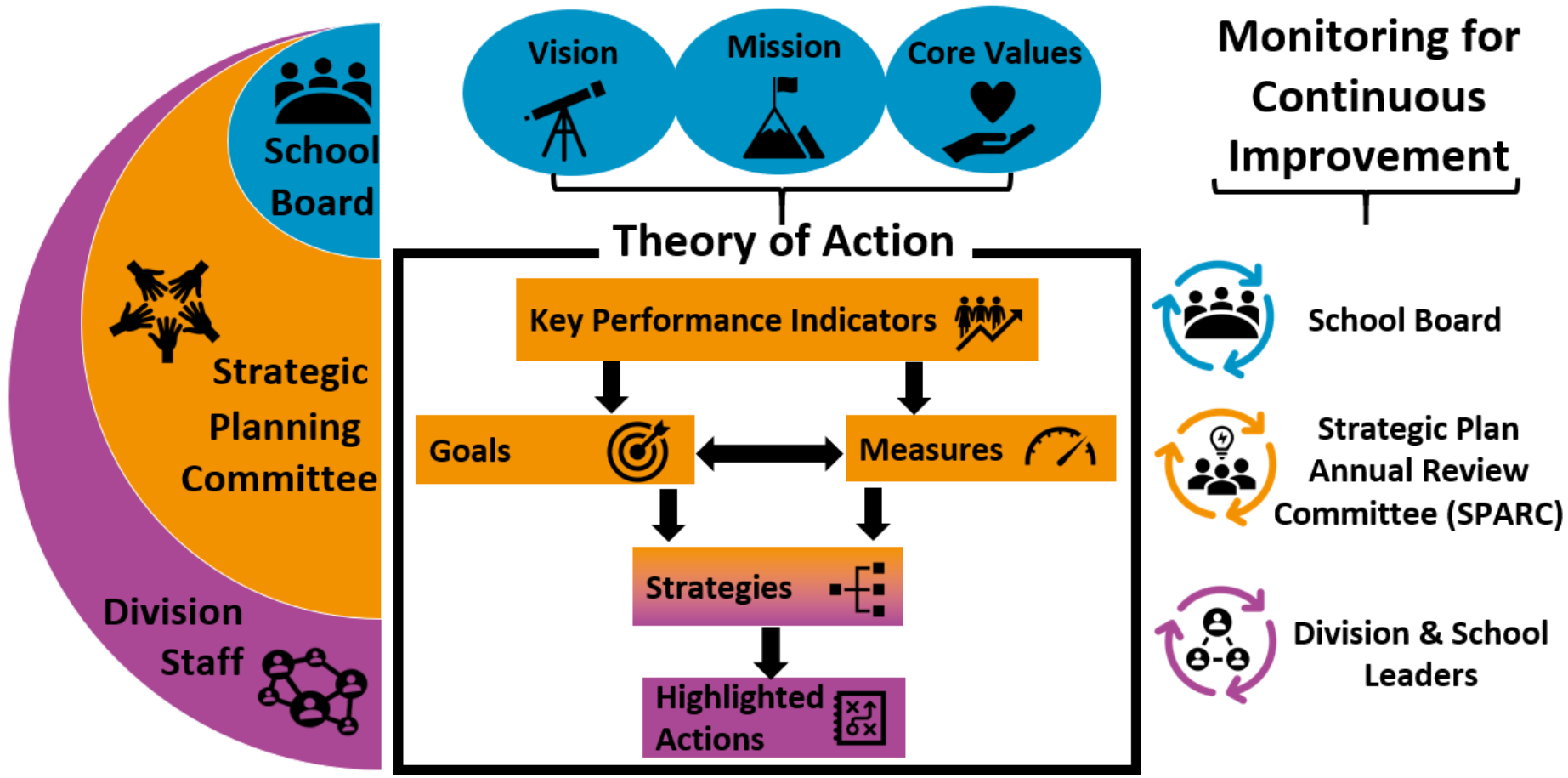


Systemic Alignment





Implementation Structure





Formative Monitoring





2021-22 Areas of Focus

- **Social Emotional and Academic Learning Recovery**
- **Hispanic Males**
- **Middle School Educational Experience**
- **Early College**
- **Talented and Gifted**

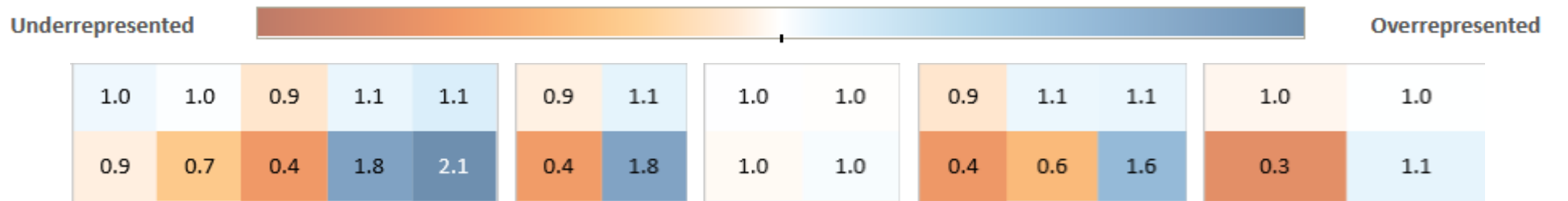


Also Continuing Work from SY 20-21:

- Strategic Plan Implementation
- Policy Equity Audit
- Implementation of Student with Disabilities Plan



Representation Index



1.0 = equitable representation
White background = roughly equitable
More saturated colors = larger inequities



2021-22 Mid-Year - Representation Index



EQUITY-FOCUSED

		Asian	Black/ African American	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	SWD	Non-SWD
Academic Outcomes	Met KPALS Readiness Benchmark	1.1	1.2	0.5	1.2	1.3	0.8	1.2	1.0	1.0	0.7		1.3	1.0	1.0
	40th Percentile or Higher on MAP Language Arts	1.0	0.9	0.6	1.4	1.5	0.7	1.4	1.1	0.9	0.3	1.3	1.3	0.4	1.1
	40th Percentile or Higher on MAP Math	1.1	0.8	0.6	1.5	1.7	0.6	1.5	1.0	1.0	0.4	1.4	1.4	0.4	1.1
	Met Projected Fall - Winter Growth Language Arts	1.0	0.9	0.9	1.1	1.1	0.9	1.1	1.0	1.0	0.9	1.0	1.1	0.9	1.0
	Met Projected Fall - Winter Growth Math	1.0	1.0	0.9	1.0	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	1.0
	Grade 9 On-Track	1.5	0.8	0.8	1.2	1.6	0.8	1.4	1.1	0.9	0.9	0.8	1.2	0.6	1.0
Behavioral Outcomes	Over 90% Attendance	1.0	1.0	0.9	1.1	1.1	0.9	1.1	1.0	1.0	0.9	1.1	1.1	1.0	1.0
	Have Pre-K Experience	0.9	1.1	0.8	1.1	1.1	1.0	1.0	1.0	1.0	0.9		1.1	1.4	1.0
Program Access	TAG Referral	0.9	0.7	0.4	1.8	2.1	0.4	1.8	1.0	1.0	0.4	0.6	1.6	0.3	1.1
	Enrolled in an Honors, AP, or Dual Enrollment Course	0.9	1.0	0.7	1.2	1.5	0.8	1.4	1.1	0.9	0.3	1.2	1.3	0.3	1.1
		Underrepresented						Overrepresented							
Behavioral Outcomes	Student was Suspended	0.1	2.1	0.9	0.3	0.3	1.3	0.6	0.7	1.2	0.8	1.1	1.1	2.8	0.8
Program Access	Newly Referred for Disability Evaluation and Found Eligible	1.6	1.0	0.4	0.8	1.7	0.9	1.1	0.8	1.2	1.0	0.0	1.3		
		Underrepresented						Overrepresented							

2020-21 Mid-Year Outcomes by Group

Underrepresented

Overrepresented

		District Total	Asian	Black/ African-..	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	SWD	Non-SWD
Academic Outcomes	Met KPALS Readiness Benchmark	66%	72%	78%	36%	81%	87%	52%	77%	68%	63%	45%		84%	64%	66%
	40th Percentile or Higher on MAP Language Arts	54%	54%	50%	33%	75%	82%	37%	75%	58%	51%	18%	69%	73%	20%	58%
	40th Percentile or Higher on MAP Math	47%	54%	38%	26%	70%	78%	29%	69%	46%	49%	19%	68%	64%	17%	51%
	Met Projected Fall - Winter Growth Language Arts	44%	45%	41%	41%	48%	49%	40%	48%	44%	44%	39%	44%	47%	38%	44%
	Met Projected Fall - Winter Growth Math	50%	50%	48%	46%	51%	56%	48%	53%	49%	51%	48%	49%	51%	44%	51%
	Grade 9 On-Track	53%	80%	43%	41%	65%	83%	39%	72%	58%	48%	50%	43%	62%	32%	55%
Behavioral Outcomes	Over 90% Attendance	81%	85%	82%	72%	86%	92%	76%	88%	82%	81%	73%	86%	86%	78%	82%
Program Access	Have Pre-K Experience	72%	63%	82%	59%	82%	80%	70%	74%	69%	74%	61%		81%	99%	69%
	TAG Referral	7%	7%	5%	3%	13%	15%	3%	13%	7%	7%	3%	4%	12%	2%	8%
	Enrolled in an Honors, AP, or Dual Enrollment Course	55%	52%	56%	37%	69%	86%	42%	76%	61%	50%	16%	64%	73%	17%	60%

Risk Indicators

		District Total	Asian	Black/ African-..	Hispanic or Latino	Other	White	Econ. Disadv.	Not Econ. Disadv.	Female	Male	Current EL	Former EL	Never EL	SWD	Non-SW..
Behavioral Outcomes	Student was Suspended	150	1	81	53	2	13	111	38	54	96	42	25	83	39	111
Program Access	Newly Referred for Disability Evaluation and Found Eligible	31	3	8	5	1	14	13	15	12	19	11	0	20		

Underrepresented

Overrepresented

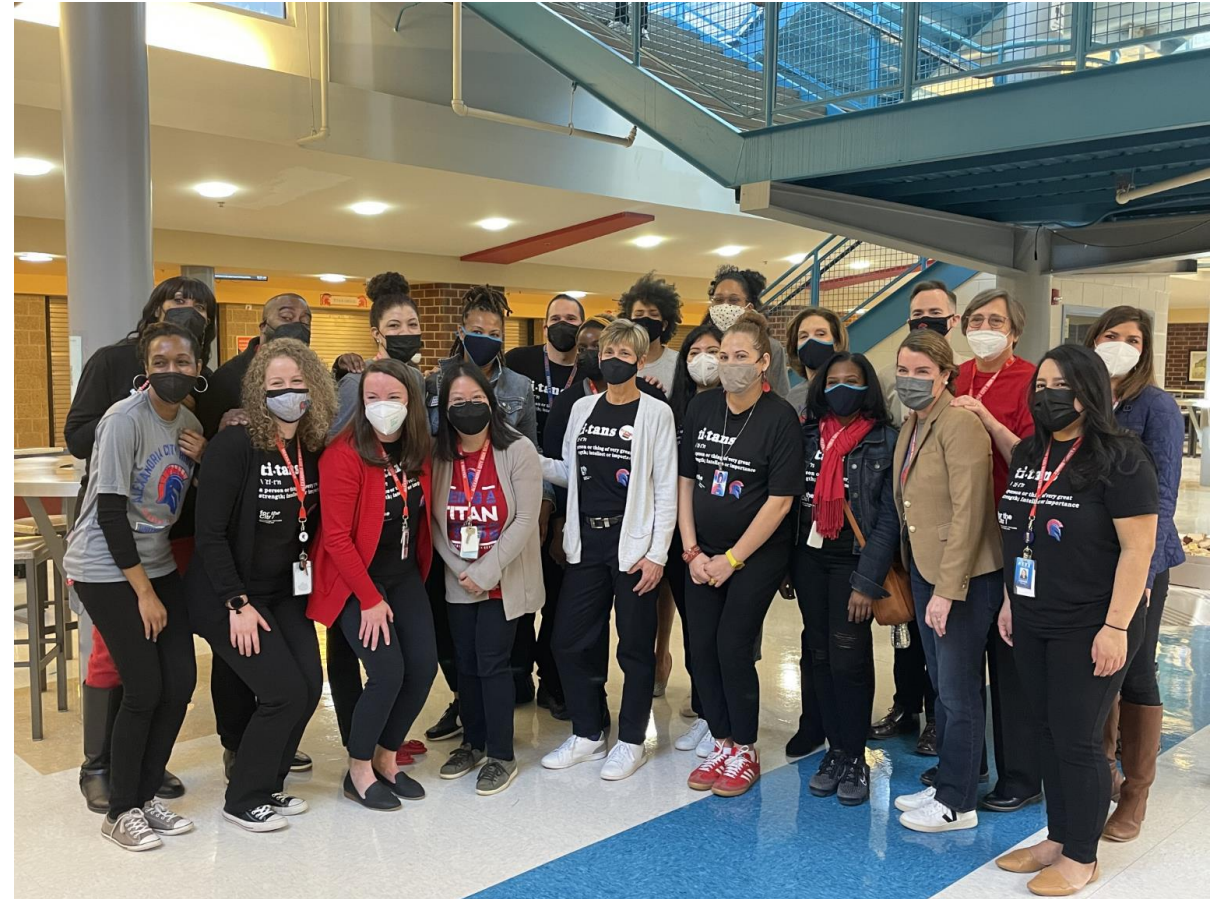


RESULTS-DRIVEN



Social, Emotional and Academic Learning Recovery

- MTSS (RULER)
- Literacy Grades K-4
- Math Recovery
- SST Support Expansion





Talented and Gifted

- Identification Process
- Service Model
- Annual Plan



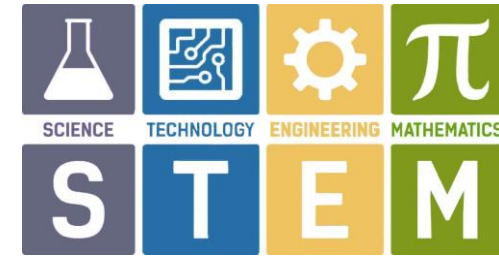


Hispanic Males & Graduation: The Early Warning System

- Phase One: Completed technology integration for the web-based platform.
- Phase Two: Began in February 2022 and will include:
 - Establishing early warning indicators/thresholds
 - Implement analytics onboarding with technical specialists
 - Develop an implementation plan
- Additionally, ACPS has been accepted into new, national Early Warning system Collaborative, "The GRAD Partnership for Student Success."
- The collaborative will be officially announced at the Carnegie Institute's Summit on Education in March 2022.



Ferdinand T. Day Elementary School



Area of Focus: Social, Emotional, and Academic Learning Recovery

Essential Action:

- Develop, implement, and monitor differentiated literacy lessons that align to the standards of learning, content, cognition, and EL best practices

Progress:

- Teacher professional learning in Tier 1 instruction as well as interventions, fidelity checks, all core instructional planning to include EL Best Practices, MTSS Data and Student Growth discussions



Francis C. Hammond Middle School



Area of Focus: Social, Emotional, and Academic Learning Recovery

Essential Action:

- Develop, implement, and evaluate the implementation of Tier I, Tier II, and Tier III academic and behavioral interventions and supports

Progress:

- Incorporation of Admiral Pride Advisory through the implementation of school-wide academic checks and community circles
- Provide professional learning and establish RULER/PBIS school-wide protocols
- Ongoing professional learning provided through and delivered by the counseling department, social workers, and school psychologist on SST processes to include social, emotional, and academic supports
- Implementation of on-going MTSS in-processes, reviews, and progress monitoring of interventions through grade-level team (SIT - Student Intervention Team) meetings and building-level SST meetings



Alexandria City High School



Area of Focus: Hispanic Males (Graduation Rate)

Essential Action:

- Enhanced Network of Support - Connect students who are identified as Hispanic and male in PowerSchool to an adult in the school or extended school community to serve as a mentor

Progress:

- Expanded **Communities in Schools (CIS) partnership** with:
 - Two full-time CIS employees on-site every day
 - Identification of students as no longer or partially engaged
 - CIS employees work with ACHS staff to fully reengage students by removing barriers in and outside of school
- Continuing the **Graduation Task Force**
 - Launched last year to bring all stakeholders together with a focus on support
 - Constant progress monitoring and accountability mechanism allows for proper action planning and adjustments



Questions?



Superintendent

Dr. Gregory C. Hutchings, Jr.

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